

Writing to Learn Strategies

SOCIAL STUDIES

Directions: Under each strategy category, describe how you used the strategy in your class. Sign off on your idea by adding your initials in parentheses. Add a post at least once per week so that each person has a total of at least **4** posts by Nov. 10th. The more we share, the more ideas we receive!

Review of Strategies So Far

Admit/Exit Slips: Upon entering or exiting the classroom, students write on an assigned topic, reflecting on a lesson, etc.

MVP-Most Valuable Point: Using a text or topic studied in class, students identify the most valuable point and record that idea along with why they think it is important to their learning. Students share with those around them while the teacher listens for themes.

One Minute Reflection: While teaching a concept, the teacher stops periodically and asks students to reflect on their thinking/learning about the concept at that moment. Some sentence starters include: "One thing that became clear to me today is . . .," "Some questions I still have . . .," etc. Students can share with others in partners, using a Whip Around, etc.

Admit/Exit Slips	MVP-Most Valuable Point	One Minute Reflection
Today we were talking about the difference between poverty in the U.S. and poverty in other parts of the world, which happens to be a question on the post-test. I used 0/2 point answers, 1/2 point answers, and 2/2 point answers from the post test last term to show students non-examples and examples of answers. Students had to write a 2 point answer to the question in the form of an exit slip in order to leave the room today. (LG)	While reading about China, find evidence that the population is a problem. Write the evidence under the left hand column and questions/comments you have under the right hand column. When you finish, write a summary about China's population. (EA)	Throughout the reading of <i>Among the Hidden</i> , stop at designated points to ask questions like, "Why do you think Luke has to hide?" and "What laws are they discussing? Do we have laws like that?" (EA)
Exit Slip. Today's subject was primary and secondary sources. Today was the students first exposure to this topic. Students	After the conclusion of a lesson on courtship and marriage, students were asked to write down on a prepared slip what	Today, the students had one minute to write down a list of words that describe landforms and bodies of water. They

<p>were given examples of each type, then examples with questions on which to practice. The exit ticket gave them three more examples on the overhead. Students filled out an index card with a “P” or “S” for each of the three examples (SC)</p>	<p>they considered the most important or main point of the lesson. We then had a five minute discussion of their answers. Most students were able to identify the main idea. (SC)</p>	<p>had to write their own list in a minute and then share their answers with their partners and groups.(NL)</p>
<p>Today we answered 2 questions about the poverty map we colored in class and answered a “What do you think question” based on the read aloud I used to introduce the topic:</p> <ol style="list-style-type: none"> 1. Which state has MORE poverty- Iowa or New Mexico? 2. Which state has LESS poverty- Hawaii or Alaska?’ 3. Why do you think the girl in CUPS HELD OUT was surprised by what she saw in Mexico? <p>The students answered the questions at the end of class and it was their ticket out the door. (LG)</p>	<p>Students worked on Venn diagrams comparing poverty in the rest of the world with poverty in the United States. They shared their diagrams in their groups then the group identified one of the most important ideas in each of the 3 categories. One group member put these most important ideas on a BIG (Chart paper sized) Venn diagram with their table number beside their contributions. (LG)</p>	<p>Last week, I put a quote up on the board: “One in Five people live on less than \$1 a day.” I asked students to respond to the quote in a one minute reflection. Most wrote about themselves and how they would feel. I didn’t see many questions. After reading through the reflections, I noticed that what students can write in one minute is a lot less than what we can write in one minute. I also noticed that by making it sort of a game/race with the timer and a “1,2,3, go!” the students were more excited to share their thoughts and complete the reflection. (LG)</p>
	<p>Each day for 7 days, we stopped at the end of the lesson and wrote a one minute reflection on a petal of our flower graphic organizer. Students then shared their reflections.</p>	

[illegible]
